

# OSP Interactive Educational Programming

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| <b>Lesson Title: Whose Habitat is it?</b>  | <b>Grade Level: 3rd</b>  |
| <b>Teacher: Kathi Murray</b>   | <b>Duration: 50 minutes</b>  |
| <b>Essential Question(s)/Objective(s):</b><br><b>What is a habitat?</b><br><b>What basic needs to fish have?</b><br><b>What basic needs do toads have?</b><br><b>Can fish survive in a toad's habitat?</b><br><b>Can toads survive in a fish's habitat?</b>  |  |
| <b>GPS:</b><br><u><b>Habits of Mind</b></u><br><b>S3CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.</b><br>a. Keep records of investigations and observations and do not alter the records later.<br>b. Offer reasons for findings and consider reasons suggested by others.<br>c. Take responsibility for understanding the importance of being safety conscious.<br><b>S3CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures.</b><br>b. Use computers, cameras and recording devices for capturing information.<br><b>S3CS4. Students will use ideas of system, model, change, and scale in exploring scientific and technological matters.</b><br>a. Observe and describe how parts influence one another in things with many parts.<br><b>S3CS7. Students will be familiar with the character of scientific knowledge and how it is achieved.</b><br>Students will recognize that:<br>b. Some scientific knowledge is very old and yet is still applicable today.<br><b>S3CS8. Students will understand important features of the process of scientific inquiry.</b><br>Students will apply the following to inquiry learning practices:<br>a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments.<br>d. Science involves many different kinds of work and engages men and women of all ages and backgrounds.<br><b>S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.</b><br>c. Identify features of animals that allow them to live and thrive in different regions of Georgia.<br>d. Explain what will happen to an organism if the habitat is changed. |  |
| <b>Key Vocabulary</b>  | <b>Organisms, Habitat, Freshwater/Aquatic, Land/Terrestrial, Adaptations, Survival, Characteristics, Abiotic Factors, Biotic Factors, Dependence</b> |
| <b>Teacher Materials</b>   | Aquarium with a toad habitat<br>Aquarium with a fish habitat<br>Lab sheet    Whose habitat is it? Activity sheet                                     |
| <b>Student Materials</b>   | Pencil, Pen  |

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| <b>Teaching Strategy/Procedures</b>      | Inquiry – students observe both habitats listing all the abiotic and biotic factors. Once the students have documented their initial observations, they will explain how the biotic factors are dependent on the abiotic factors. The students should also observe and explain the different adaptations of each group that allows them to survive in their particular habitats.  |
| <b>Differentiation</b>                   | <p>Pictures and information sheets of different organisms could be used instead of live organisms</p> <p>References like <i>Zoobooks</i> could be used or students could choose their own organisms and research them on the internet</p>   |
| <b>Summarizing Strategy</b>              | The teacher will explain why the toads live in a terrestrial/land habitat and fish live in aquatic habitats and how both groups’ needs for food, water, and shelter are met. Afterwards, the class would compare adaptations. For example, toads have dry skin, lungs and the ability to burrow which allows them to survive on land. Minnows have scales, gills, and streamlined bodies which allows them to survive in water. |
| <b>Assignment(s)</b>                     | Complete the lab sheet  |
| <b>Assessment For and/or Of Learning</b> | Whose habitat is it? Activity sheet   |
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